

Security Education and the Teaching of Basic Science and Technology for a Sustainable Future

Joy-Telu HAMILTON-EKEKE

*Department of Science Education, Niger Delta University, Wilberforce Island,
Bayelsa State*

Esther Benafegha ENAREGHA

Department of Biology, Jasper Adaka Boro College of Education Sagbama, Bayelsa State

Regina Patricia ABAM

*Basic Science and Technology, Primary Education, Jasper Adaka Boro College of
Education Sagbama, Bayelsa State*

Abstract

As attacks on school children (like in the case of the kidnapping of the Chibok girls in 2014 in the terrorist torn zone of Nigeria – Borno) as well as computer security continues to increase, it is important that security awareness education, and training be used as an important defense, and increasingly schools at all levels are being looked upon to provide this instruction. The Chibok girls' incidence is a proof that school setting is seen as a soft target of terror attack. The inclusion of personal security as well as cyber security in the curriculum of Junior Secondary school and its relationship to teaching and learning of basic science and technology is what this article x-rayed. The article reviews the place of teaching and learning of security education in both the 9-Year Basic Education Curriculum (BEC) of 2008–2014 and the revised edition of September 2014 to date in Nigeria with particular emphasis on the features of Basic Science and Technology Curriculum. Due to the recognition of the critical role of curriculum in the teaching of sustainability, it will be appropriate for security education to have an interdisciplinary framework to facilitate the implementation of security education for a sustainable future.

Keywords: Basic Education, Junior Secondary School, Science Education, Security, Sustainability, Technology, Terrorism.